

Menu Comparison of Interventions for 1003(g) grants

Schools applying for 1003(g) to begin in the 2015-16 school year MUST choose from the interventions below for their chosen model.

Chosen interventions should be included in Part 6 of the Application.

Transformation Model	Turnaround Model	Early Learning Model	Whole School Reform Model
Transformation Model focuses on transforming the school through developing and increasing teacher and school leader effectiveness; implementing comprehensive instructional reform strategies; increasing learning time and creating community-oriented schools; and providing operational flexibility and sustained support.	Turnaround model focuses on a complete change of a school through leadership and staff changes and operational flexibility; measuring the effectiveness of staff; implementing comprehensive instructional reform strategies; adopting a new governance structure; establishing schedules and implementing strategies that provide increased learning time; and providing social-emotional and community-oriented services.	Early Learning Model focuses on transforming the school through establishing or expanding a high-quality preschool; developing and increasing teacher and school leader effectiveness; implementing comprehensive instructional reform strategies; and providing high-quality, job-embedded professional development for staff.	Whole-School Reform Model requires implementation of an evidence-based improvement strategy in partnership with an external provider, as well as focusing on change through addressing school leadership; teaching and learning in at least one full academic content area (including professional learning for educators); student non-academic support; and family and community engagement.
Requirements, Conditions, and Optional Implementation Pieces for each Model			
<p><i>Developing and increasing teacher and school leader effectiveness</i> -Replace Principal with one who has a past track record of student success and the ability to lead the transformation effort (IN Turnaround Principle 1)</p> <p>Required</p> <ul style="list-style-type: none"> Replace Principal with one who has a past track record of student success and the ability to lead the turnaround effort <p>IN Conditions</p> <ul style="list-style-type: none"> Use the current principal selection (per IN's ESEA flexibility waiver Focus and Priority 	<p><i>Replace the principal and grant the principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully each element of the Turnaround Model (IN Turnaround Principle 1)</i></p> <p>Required</p> <ul style="list-style-type: none"> Replace Principal with one who has a past track record of student success and the ability to lead the turnaround effort Redesign school leadership structure to provide appropriate operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully each element of the 	<p><i>Developing and increasing teacher and school leader effectiveness</i> - Replace Principal with one who has a past track record of student success and the ability to lead the transformation effort (IN Turnaround Principle 1)</p> <p>Required</p> <ul style="list-style-type: none"> Replace Principal with one who has a past track record of student success and the ability to lead the turnaround effort <p>IN Conditions</p> <ul style="list-style-type: none"> Use the current principal selection (per IN's ESEA flexibility waiver Focus and Priority requirements) to determine if the current principal 	<p><i>Choose a reform model from USED approved models which meet What Works Clearinghouse evidence standards.</i></p> <p>Required Whole School Reform Options – choose 1</p> <ul style="list-style-type: none"> TBD by USED

Menu Comparison of Interventions for 1003(g) grants

Schools applying for 1003(g) to begin in the 2015-16 school year MUST choose from the interventions below for their chosen model.

Chosen interventions should be included in Part 6 of the Application.

<p>requirements) to determine if the current principal has the ability to lead the transformation effort in the school OR Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort</p> <ul style="list-style-type: none"> • A required year of pre-implementation/planning in which principal effectiveness will be reviewed prior to full implementation in year 2 and every year of the SIG grant • Beginning in year 3, evidence of the ability to lead the turnaround effort and the past track record of student success must be submitted to IDOE prior to the school year and receive a favorable response in order to receive SIG funding • Redesign the current leadership structure to create a building-wide team (including: administrative staff and teacher leaders) to focus on: <ul style="list-style-type: none"> • building leadership capacity • developing teacher leadership across the building 	<p>turnaround model</p> <p>IN Conditions</p> <ul style="list-style-type: none"> • Use the current principal selection (per IN's ESEA flexibility waiver Focus and Priority requirements) to determine if the current principal has the ability to lead the transformation effort in the school OR Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort • A required year of pre-implementation/planning in which principal effectiveness will be reviewed prior to full implementation in year 2 and every year of the SIG grant • Beginning in year 3, evidence of the ability to lead the turnaround effort and the past track record of student success must be submitted to IDOE prior to the school year and receive a favorable response in order to receive SIG funding • Redesign the current leadership structure to create a building-wide team (including: administrative staff and teacher leaders) to focus on: <ul style="list-style-type: none"> • building leadership capacity • developing teacher leadership across the building 	<p>has the ability to lead the transformation effort in the school OR Hire a new principal based on the six key competencies for effective pre-k – 3 principals – including: embracing the Pre-K-3 early learning continuum; ensuring developmentally-appropriate practices; providing personalized learning environments; using multiple measures of assessment to guide student learning growth; building professional capacity across the learning community; making the school a hub of Pre-K-3 learning for families and communities (http://www.eschoolnews.com/2014/10/17/competencies-effective-principals-623/2/)</p> <ul style="list-style-type: none"> • Provide the principal with a mentor from a high-performing Pre-K institution, IACCRR coach, or external or university partner with early learning programming • Principal will attend a minimum of two early learning specific professional development activities per year. IDOE will provide recommended early learning opportunities 	
---	--	---	--

Menu Comparison of Interventions for 1003(g) grants

Schools applying for 1003(g) to begin in the 2015-16 school year MUST choose from the interventions below for their chosen model.

Chosen interventions should be included in Part 6 of the Application.

<ul style="list-style-type: none"> school improvement planning roles, responsibilities, and goals of all leadership members Provide the principal with a mentor from a high-performing school, or external or university partner 	<ul style="list-style-type: none"> school improvement planning roles, responsibilities, and goals of all leadership members Provide the principal with a mentor from a high-performing school, or external or university partner 		
<p><i>Developing and increasing teacher and school leader effectiveness</i></p> <p>- Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement that (1) will be used for continual improvement of instruction; (2) meaningfully differentiate performance using at least three performance levels; (3) use multiple valid measures in determining performance levels, including a significant factor on student growth data for all students, and other measures of professional practice, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys; (4) evaluate teachers and principals on a regular basis; (5) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and</p>	<p><i>Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,</i></p> <p>a. screen all existing staff and rehire no more than 50 percent, and</p> <p>b. select new staff</p> <p>c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible working conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school (IN Turnaround Principle 5)</p> <p>Required</p> <ul style="list-style-type: none"> Use a teacher evaluation system which takes student growth into account as a significant factor Replace at least 51% of staff Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers Provide staff with opportunities for 	<p><i>Developing and increasing teacher and school leader effectiveness</i></p> <p>- Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement that (1) will be used for continual improvement of instruction; (2) meaningfully differentiate performance using at least three performance levels; (3) use multiple valid measures in determining performance levels, including a significant factor on student growth data for all students, and other measures of professional practice, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys; (4) evaluate teachers and principals on a regular basis; (5) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and (6) will be used to inform personnel decisions.</p>	<p><i>Choose a reform model developer - who is an entity or individual that maintains proprietary rights for the strategy or, an entity or individual that has demonstrated record of success in implementing the strategy in one or more low-achieving schools or that, together with a partner LEA, has a high-quality plan for implementing the strategy in a school.</i></p> <p>Required</p> <ul style="list-style-type: none"> All areas of External Provider Section in grant application must have detailed descriptions and show capacity to support implementation.

Menu Comparison of Interventions for 1003(g) grants

Schools applying for 1003(g) to begin in the 2015-16 school year MUST choose from the interventions below for their chosen model.

Chosen interventions should be included in Part 6 of the Application.

<p>(6) will be used to inform personnel decisions.</p> <p>- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>-Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model</p> <p>(IN Turnaround Principles 5)</p> <p>Required</p> <ul style="list-style-type: none"> • Use a teacher evaluation system which takes student growth into account as a significant factor • Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers • Provide staff with opportunities for leadership growth in the building 	<p>leadership growth in the building</p> <ul style="list-style-type: none"> • Provide collaboration time for staff <p>Options</p> <ul style="list-style-type: none"> • Implement staff recommitment process to substantially different working conditions, including: definition of school hours, job assignment, and job duties • Establish a comprehensive system to support struggling teachers with content and pedagogy, especially teachers of students from special populations • Implement a comprehensive induction program for new teachers • Implement a system of peer support and assistance to foster the needs of educators • Creating hiring timelines and processes to effectively recruit highly qualified teachers able to effectively conduct turnaround work • Ensure ineffective teachers are not assigned or reassigned to the school 	<p>- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>-Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model</p> <p>(IN Turnaround Principles 5)</p> <p>Required</p> <ul style="list-style-type: none"> • HQ staff – licensed teachers with BA in early childhood education or related field with State-approved alternate pathway • Use a teacher evaluation system which takes student growth into account as a significant factor <p>Options</p> <ul style="list-style-type: none"> • Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers • Provide staff with opportunities for leadership growth in the building • Provide collaboration time for staff 	
---	--	---	--

Menu Comparison of Interventions for 1003(g) grants

Schools applying for 1003(g) to begin in the 2015-16 school year MUST choose from the interventions below for their chosen model.

Chosen interventions should be included in Part 6 of the Application.

<p>Options</p> <ul style="list-style-type: none"> • Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model Provide collaboration time for staff • Provide collaboration time for staff • Implement staff recommitment process to substantially different working conditions, including: definition of school hours, job assignment, and job duties • Establish a comprehensive system to support struggling teachers with content and pedagogy, especially teachers of students from special populations • Implement a comprehensive induction program for new teachers • Implement a system of peer support and assistance to foster the needs of educators • Creating hiring timelines and processes to effectively recruit highly qualified teachers able to effectively conduct turnaround work • Ensure ineffective teachers are not assigned or reassigned to the school 		<ul style="list-style-type: none"> • Implement staff recommitment process to substantially different working conditions, including: definition of school hours, job assignment, and job duties • Implement a comprehensive induction program for new teachers • Ensure ineffective teachers are not assigned or reassigned to the school 	
--	--	---	--

Menu Comparison of Interventions for 1003(g) grants

Schools applying for 1003(g) to begin in the 2015-16 school year MUST choose from the interventions below for their chosen model.

Chosen interventions should be included in Part 6 of the Application.

<p><i>Comprehensive instructional reform strategies</i></p> <p>-Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards (IN Turnaround Principle 3)</p> <p>Options</p> <ul style="list-style-type: none"> • Implement 8-Step Process • Conduct Formative Assessment Development and Training • Hire and implement the use of instructional coaches • Implement a comprehensive ramp-up program for students at-risk of failure or subgroups with the largest achievement gaps • School leaders verify the curriculum being delivered is aligned to the IAS by frequent classroom walk-thrus and reflective feedback to teachers • Conduct a curriculum audit • Hire building-level interventionists • Instructional coach lesson modeling • Create an intervention plan for students who are behind academically • Conduct periodic reviews to ensure that the instruction is implemented with fidelity to the 	<p><i>Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies (IN Turnaround Principle 5)</i></p> <p>Options</p> <ul style="list-style-type: none"> • On-going professional development targeting best practices determined by classroom walk-thru data, teacher observation data and student achievement data • Teachers intentionally communicate learning objectives to students which are aligned to IAS • Implement PD with an emphasis on instructional strategies to support special populations • Hire building-level instructional specialists to support educators who serve special populations • Restructure school leadership team to dramatically increase time available for instructional leadership • Revise the school schedule for professional learning communities • Provide staff with appropriate professional development to enable them to reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a 	<p><i>Comprehensive instructional reform strategies</i></p> <p>-Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards (IN Turnaround Principle 3)</p> <p>Required</p> <ul style="list-style-type: none"> • Child-to-instructional staff ration of no more than 10 to 1 • Class sizes of no more than 20 • Full-day programming <p>IN Condition</p> <ul style="list-style-type: none"> • School leaders verify the curriculum being delivered is aligned to the IN Early Learning Foundations by frequent classroom walk-thrus, lesson plan reviews, and reflective feedback to teachers <p>Options</p> <ul style="list-style-type: none"> • Conduct Formative Assessment Development and Training • Implement a comprehensive ramp-up program for students at-risk of failure or subgroups with the largest achievement gaps • Create an intervention plan for students who are behind academically • Conduct periodic reviews to ensure that the instruction is implemented with fidelity to the selected curriculum, is having the intended 	<p><i>Developing and increasing teacher and school leader effectiveness</i></p> <p>- Replace Principal with one who has a past track record of student success and the ability to lead the transformation effort (IN Turnaround Principle 1)</p> <p>Required</p> <ul style="list-style-type: none"> • Replace Principal with one who has a past track record of student success and the ability to lead the turnaround effort <p>IN Conditions</p> <ul style="list-style-type: none"> • Use the current principal selection (per IN's ESEA flexibility waiver Focus and Priority requirements) to determine if the current principal has the ability to lead the transformation effort in the school OR Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort • Redesign the current leadership structure to create a building-wide team (including: administrative staff and teacher leaders) to focus on: <ul style="list-style-type: none"> • building leadership capacity • developing teacher leadership across the building • school improvement planning • roles, responsibilities, and goals of
---	---	--	--

Menu Comparison of Interventions for 1003(g) grants

Schools applying for 1003(g) to begin in the 2015-16 school year MUST choose from the interventions below for their chosen model.

Chosen interventions should be included in Part 6 of the Application.

<p>selected curriculum, is having the intended impact on student achievement, and is modified if ineffective</p> <ul style="list-style-type: none"> Using and integrating technology-based supports and interventions as part of the instructional program SECONDARY – increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework SECONDARY- Improving student transition from middle school to high school through summer transition programs or freshman academies SECONDARY- increasing graduation rates through credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of 	<p>collaborative and individual setting</p> <ul style="list-style-type: none"> Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English Learners acquire language skills to master academic content 	<p>impact on student achievement, and is modified if ineffective</p> <ul style="list-style-type: none"> Use and integrate technology-based supports and interventions as part of the instructional program 	<p>all leadership members</p>
--	--	---	-------------------------------

Menu Comparison of Interventions for 1003(g) grants

Schools applying for 1003(g) to begin in the 2015-16 school year MUST choose from the interventions below for their chosen model.

Chosen interventions should be included in Part 6 of the Application.

basic reading and mathematics skills			
<p><i>Comprehensive instructional reform strategies</i> -Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students (IN Turnaround Principle 2 and 6)</p> <p>IN Conditions</p> <ul style="list-style-type: none"> Report card accountability disaggregation presented and provided to IDOE at first monitoring visit Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement <ul style="list-style-type: none"> Locally developed or IDOE provided Academic and Behavior Data Subgroups and subpopulations Parental Involvement Focus <p>Options</p> <ul style="list-style-type: none"> Implement 8-Step Process 	<p><i>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards (IN Turnaround Principle 3)</i></p> <p>Options</p> <ul style="list-style-type: none"> Implement 8-Step Process Conduct Formative Assessment Development and Training Hire and implement the use of instructional coaches Implement a comprehensive ramp-up program for students at-risk of failure or subgroups with the largest achievement gaps School leaders verify the curriculum being delivered is aligned to the IAS by frequent classroom walk-thrus and reflective feedback to teachers Conduct a curriculum audit Hire building-level interventionists Instructional coach lesson modeling Create an intervention plan for students who are behind academically Conduct periodic reviews to ensure 	<p><i>Comprehensive instructional reform strategies</i> -Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students (IN Turnaround Principle 2 and 6)</p> <p>IN Condition</p> <ul style="list-style-type: none"> An age- and developmentally-appropriate curriculum and assessment system that is used to guide practice, improve programs, and inform kindergarten readiness Provide staff with collaborative opportunities to analyze data and respond to learning needs of students (e.g., Professional Learning Communities) <p>Options</p> <ul style="list-style-type: none"> Create a system-wide approach to tracking school data and individual student data Analyze formative and summative assessments to respond to student academic, behavioral, and social 	<p><i>Comprehensive instructional reform strategies</i> -Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards (IN Turnaround Principle 3)</p> <p>Required</p> <ul style="list-style-type: none"> Address teaching and learning in at least one full academic content area (including professional learning for educators) <p>Options</p> <ul style="list-style-type: none"> Follow chosen reform strategy interventions aligned to data and content area Conduct Formative Assessment Development and Training Hire and implement the use of instructional coaches School leaders verify the curriculum being delivered is aligned to the IAS by frequent classroom walk-thrus and reflective feedback to teachers Conduct a curriculum audit Hire building-level interventionists

Menu Comparison of Interventions for 1003(g) grants

Schools applying for 1003(g) to begin in the 2015-16 school year MUST choose from the interventions below for their chosen model.

Chosen interventions should be included in Part 6 of the Application.

<ul style="list-style-type: none"> • Conduct Formative Assessment Development and Training • Provide staff with collaborative opportunities to analyze data and respond to learning needs of students (e.g., Professional Learning Communities) • Create a system-wide approach to tracking school data and individual student data • Analyze formative and summative assessments to respond to student academic, behavioral, and social needs • Implement a culturally-competent support system to improve safety, reduce suspensions, increase attendance, and support all students • Utilize a behavior interventionist • Eliminate bullying or promote tolerance • Implement a schoolwide “response-to-intervention” model • SECONDARY- Establishing early-warning systems to identify students who may be at risk of failing to achieve high standards or graduate 	<p>that the instruction is implemented with fidelity to the selected curriculum, is having the intended impact on student achievement, and is modified if ineffective</p> <ul style="list-style-type: none"> • Using and integrating technology-based supports and interventions as part of the instructional program • SECONDARY – increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework • SECONDARY- Improving student transition from middle school to high school through summer transition programs or freshman academies • SECONDARY- increasing graduation rates through credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills 	<p>needs</p>	<ul style="list-style-type: none"> • Instructional coach lesson modeling • Create an intervention plan for students who are behind academically
--	--	--------------	---

Menu Comparison of Interventions for 1003(g) grants

Schools applying for 1003(g) to begin in the 2015-16 school year MUST choose from the interventions below for their chosen model.

Chosen interventions should be included in Part 6 of the Application.

<p><i>Comprehensive instructional reform strategies</i></p> <p>- Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies (IN Turnaround Principle 5)</p> <p>Options</p> <ul style="list-style-type: none"> On-going professional development targeting best practices determined by classroom walk-thru data, teacher observation data and student achievement data Teachers intentionally communicate learning objectives to students which are aligned to IAS Implement PD with an emphasis on instructional strategies to support special populations Hire building-level instructional specialists to support educators who serve special populations Restructure school leadership team to dramatically increase time available for instructional leadership Revise the school schedule for 	<p><i>Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students (IN Turnaround Principle 6)</i></p> <p>IN Conditions</p> <ul style="list-style-type: none"> Report card accountability disaggregation presented and provided to IDOE at first monitoring visit Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement <ul style="list-style-type: none"> Locally developed or IDOE provided Academic and Behavior Data Subgroups and subpopulations Parental Involvement Focus <p>Options</p> <ul style="list-style-type: none"> Implement 8-Step Process Conduct Formative Assessment Development and Training Provide staff with collaborative opportunities to analyze data and respond to learning needs of students (e.g., Professional Learning Communities) Create a system-wide approach to tracking school data and individual student data Analyze formative and summative assessments to respond to student 	<p><i>Comprehensive instructional reform strategies</i></p> <p>- Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies (IN Turnaround Principle 5)</p> <p>Options</p> <ul style="list-style-type: none"> On-going professional development targeting best practices for early learners, determined by classroom walk-thru data, teacher observation data and student achievement data Teachers intentionally communicate learning objectives to students which are aligned to IN Early Learning Foundations – via posted lesson plans, posted objectives, etc. Implement professional development with an emphasis on instructional strategies to support early learners Revise the school schedule for professional learning communities 	<p><i>Comprehensive instructional reform strategies</i></p> <p>-Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students (IN Turnaround Principle 2 and 6)</p> <p>IN Conditions</p> <ul style="list-style-type: none"> Report card accountability disaggregation presented and provided to IDOE at first monitoring visit Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement <ul style="list-style-type: none"> Locally developed or IDOE provided Academic and Behavior Data Subgroups and subpopulations Parental Involvement Focus <p>Options</p> <ul style="list-style-type: none"> Implement 8-Step Process Conduct Formative Assessment Development and Training Provide staff with collaborative opportunities to analyze data and respond to learning needs of students (e.g., Professional Learning Communities) Create a system-wide approach to tracking school data and individual
--	---	---	---

Menu Comparison of Interventions for 1003(g) grants

Schools applying for 1003(g) to begin in the 2015-16 school year MUST choose from the interventions below for their chosen model.

Chosen interventions should be included in Part 6 of the Application.

<p>professional learning communities</p> <ul style="list-style-type: none"> • Provide staff with appropriate professional development to enable them to reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a collaborative and individual setting • Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English Learners acquire language skills to master academic content 	<p>academic, behavioral, and social needs</p> <ul style="list-style-type: none"> • Implement a schoolwide “response-to-intervention” model • SECONDARY- Establishing early-warning systems to identify students who may be at risk of failing to achieve high standards or graduate 		<p>student data</p> <ul style="list-style-type: none"> • Analyze formative and summative assessments to respond to student academic, behavioral, and social needs • Implement a culturally-competent support system to improve safety, reduce suspensions, increase attendance, and support all students • Utilize a behavior interventionist • Eliminate bullying or promote tolerance • Implement a schoolwide “response-to-intervention” model • SECONDARY- Establishing early-warning systems to identify students who may be at risk of failing to achieve high standards or graduate
<p><i>Increasing learning time and creating community-oriented schools - Establish schedules and strategies that provide increased learning time meaning using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for</i></p> <p>(a) <i>Instruction in one or more core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and</i></p>	<p><i>Establish schedules and implement strategies that provide increased learning time – meaning using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for</i></p> <p>(d) <i>Instruction in one or more core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;</i></p> <p>(e) <i>Instruction in other subjects and enrichment activities that</i></p>	<p><i>Creating community-oriented schools -Providing ongoing mechanisms for family and community engagement (IN Turnaround Principle 8)</i></p> <p>IN Condition</p> <ul style="list-style-type: none"> • Develop a kindergarten transition protocol and regularly share with parents and families • Teachers intentionally and regularly communicate learning objectives to families which are aligned to IN Early Learning Foundations – via newsletters, parent events, etc. <p>Options</p> <ul style="list-style-type: none"> • Implement culturally competent 	<p><i>Comprehensive instructional reform strategies</i></p> <p><i>- Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies (IN Turnaround Principle 5)</i></p> <p>Required</p> <ul style="list-style-type: none"> • Address teaching and learning in at least one full academic content area

Menu Comparison of Interventions for 1003(g) grants

Schools applying for 1003(g) to begin in the 2015-16 school year MUST choose from the interventions below for their chosen model.

Chosen interventions should be included in Part 6 of the Application.

<p>geography;</p> <p>(b) Instruction in other subjects and enrichment activities that contribute to a well-rounded education, including for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate</p> <p>(c) Teachers to collaborate, plan, and engage in professional development within and across grades and subjects (IN Turnaround Principle 7)</p> <p>Required</p> <ul style="list-style-type: none"> Provide increased learning time for students [as defined above in (a) and (b)] Ensure the schedule is designed to meet the professional development needs of staff [as defined above in (c)] <p>IN Conditions</p> <ul style="list-style-type: none"> Utilization and analysis of extended learning data Formalized plan must be submitted before implementation year, including: <ul style="list-style-type: none"> Activities Staffing Transportation Academic subjects covered 	<p>contribute to a well-rounded education, including for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate</p> <p>(f) Teachers to collaborate, plan, and engage in professional development within and across grades and subjects (IN Turnaround Principle 7)</p> <p>Required</p> <ul style="list-style-type: none"> Provide increased learning time for students [as defined above in (a) and (b)] Ensure the schedule is designed to meet the professional development needs of staff [as defined above in (c)] <p>IN Conditions</p> <ul style="list-style-type: none"> Utilization and analysis of extended learning data Formalized plan must be submitted before implementation year, including: <ul style="list-style-type: none"> Activities Staffing Transportation Academic subjects covered Details of any partnerships, vendors, or external partners <p>Options</p> <ul style="list-style-type: none"> Implement a comprehensive ramp-up 	<p>family and community engagement programs focused on instruction and academic performance</p> <ul style="list-style-type: none"> Engage community partners to provide wrap-around services for students and families Create a process to involve family members in school decision-making Communicate intentionally with families on a regular basis to share data, student progress, and areas needing support Utilize a method of gathering stakeholder feedback that informs goals and on-going progress monitoring 	<p>(including professional learning for educators)</p> <p>Options</p> <ul style="list-style-type: none"> Follow chosen reform strategy interventions aligned to professional development On-going professional development targeting best practices determined by classroom walk-thru data, teacher observation data and student achievement data Teachers intentionally communicate learning objectives to students which are aligned to IAS Restructure school leadership team to dramatically increase time available for instructional leadership Revise the school schedule for professional learning communities Provide staff with appropriate professional development to enable them to reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a collaborative and individual setting
---	--	--	---

Menu Comparison of Interventions for 1003(g) grants

Schools applying for 1003(g) to begin in the 2015-16 school year MUST choose from the interventions below for their chosen model.

Chosen interventions should be included in Part 6 of the Application.

<ul style="list-style-type: none"> • Details of any partnerships, vendors, or external partners <p>Options</p> <ul style="list-style-type: none"> • Implement a comprehensive ramp-up program for students at-risk of failure or subgroups with the largest achievement gaps • Dramatically increase common planning time and implement a system for its effective utilization, both horizontally and vertically • Increase advanced coursework opportunities for students • Increase student access to career, technical, or credentialing programs • Provide opportunities for career internships • Offer double-doses in core content areas to struggling students • Provide before/after/summer/ weekend school enrichment and/or intervention programs • Restructure the academic schedule to increase core content or remediation time • Revise the schedule to create tutoring or extended learning time • Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships 	<p>program for students at-risk of failure or subgroups with the largest achievement gaps</p> <ul style="list-style-type: none"> • Dramatically increase common planning time and implement a system for its effective utilization, both horizontally and vertically • Increase advanced coursework opportunities for students • Increase student access to career, technical, or credentialing programs • Provide opportunities for career internships • Offer double-doses in core content areas to struggling students • Provide before/after/summer/ weekend school enrichment and/or intervention programs • Restructure the academic schedule to increase core content or remediation time • Revise the schedule to create tutoring or extended learning time <p>Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff</p>		
--	---	--	--

Menu Comparison of Interventions for 1003(g) grants

Schools applying for 1003(g) to begin in the 2015-16 school year MUST choose from the interventions below for their chosen model.

Chosen interventions should be included in Part 6 of the Application.

between students, faculty, and other school staff			
<p><i>Increasing learning time and creating community-oriented schools</i> - Providing ongoing mechanisms for family and community engagement (IN Turnaround Principle 8)</p> <p>Options</p> <ul style="list-style-type: none"> Implement culturally competent family and community engagement programs focused on instruction and academic performance Hire a parent/community engagement specialist who can focus on individual students and families, and who can plan monthly reach-out to families Review and change student enrollment and placement processes to increase family engagement and improve student outcomes Engage community partners to provide wrap-around services for students and families Create a process to involve family members in school decision – making 	<p><i>Provide appropriate social-emotional and community-oriented services and supports for students (IN Turnaround Principle 2 and 8)</i></p> <p>Options</p> <ul style="list-style-type: none"> Implement culturally competent family and community engagement programs focused on instruction and academic performance Hire a parent/community engagement specialist who can focus on individual students and families, and who can plan monthly reach-out to families Review and change student enrollment and placement processes to increase family engagement and improve student outcomes Engage community partners to provide wrap-around services for students and families Create a process to involve family members in school decision –making Communicate intentionally with families on a regular basis to share data, student progress, and areas needing support 	<p><i>Providing operational flexibility and sustained support</i> <i>a. Give the school operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high graduation rates; and</i> <i>b. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</i></p> <p>IN Conditions</p> <ul style="list-style-type: none"> LEA must provide the principal: <ul style="list-style-type: none"> control over people, time, program, and dollars an opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner LEA must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in their school(s): 	<p><i>Increasing learning time and creating community-oriented schools</i> - Providing ongoing mechanisms for family and community engagement (IN Turnaround Principle 8)</p> <p>Options</p> <ul style="list-style-type: none"> Implement culturally competent family and community engagement programs focused on instruction and academic performance Hire a parent/community engagement specialist who can focus on individual students and families, and who can plan monthly reach-out to families Engage community partners to provide wrap-around services for students and families Create a process to involve family members in school decision –making Communicate intentionally with families on a regular basis to share data, student progress, and areas needing support Utilize a method of gathering stakeholder feedback that informs goals and on-going progress monitoring

Menu Comparison of Interventions for 1003(g) grants

Schools applying for 1003(g) to begin in the 2015-16 school year MUST choose from the interventions below for their chosen model.

Chosen interventions should be included in Part 6 of the Application.

<ul style="list-style-type: none"> Communicate intentionally with families on a regular basis to share data, student progress, and areas needing support Utilize a method of gathering stake-holder feedback that informs goals and on-going progress monitoring 	<ul style="list-style-type: none"> Utilize a method of gathering stake-holder feedback that informs goals and on-going progress monitoring Implement a culturally-competent support system to improve safety, reduce suspensions, increase attendance, and support all students Utilize a behavior interventionist Implement a school-wide program to eliminate bullying or promote tolerance 	<ul style="list-style-type: none"> Defined district role in the school SIG planning process Designated central office staff member to be part of the SIG process Written support and commitment from local teacher's association regarding flexibility for SIG implementation Monthly monitoring of SIG programming and implementation Evaluation System for programming and implementation of SIG Data review plan Special Populations review plan Fiscal monitoring plan Timeline and responsible parties for all above plans 	<ul style="list-style-type: none"> Implement a culturally-competent support system to improve safety, reduce suspensions, increase attendance, and support all students Utilize a behavior interventionist Implement a school-wide program to eliminate bullying or promote tolerance
<p>Providing operational flexibility and sustained support</p> <p>a. Give the school operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high graduation rates; and</p> <p>b. Ensure that the school receives</p>	<p><i>Governance Structure and Support –</i></p> <p><i>a. Adopt a new governance structure, which may include, but is not limited to requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for</i></p>		<p><i>Governance Structure and Support –</i></p> <p><i>a. Adopt a new governance structure, which may include, but is not limited to requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for</i></p>

Menu Comparison of Interventions for 1003(g) grants

Schools applying for 1003(g) to begin in the 2015-16 school year MUST choose from the interventions below for their chosen model.

Chosen interventions should be included in Part 6 of the Application.

<p>ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</p> <p>IN Conditions</p> <ul style="list-style-type: none"> LEA must provide the principal: <ul style="list-style-type: none"> control over people, time, program, and dollars an opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner LEA must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in their school(s): <ul style="list-style-type: none"> Defined district role in the school SIG planning process Designated central office staff member to be part of the SIG process Written support and commitment from local teacher's association regarding flexibility for SIG implementation Monthly monitoring of SIG 	<p><i>greater accountability.</i></p> <p>b. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</p> <p>IN Conditions</p> <ul style="list-style-type: none"> LEA must provide the principal: <ul style="list-style-type: none"> control over people, time, program, and dollars an opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner LEA must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in their school(s): <ul style="list-style-type: none"> Defined district role in the school SIG planning process Designated central office staff member to be part of the SIG process Written support and commitment from local teacher's association regarding flexibility for SIG implementation Monthly monitoring of SIG programming and implementation 		<p><i>greater accountability.</i></p> <p>b. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</p> <p>IN Conditions</p> <ul style="list-style-type: none"> LEA must provide the principal: <ul style="list-style-type: none"> control over people, time, program, and dollars an opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner LEA must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in their school(s): <ul style="list-style-type: none"> Defined district role in the school SIG planning process Designated central office staff member to be part of the SIG process Written support and commitment from local teacher's association regarding flexibility for SIG implementation Monthly monitoring of SIG programming and implementation
--	--	--	--

Menu Comparison of Interventions for 1003(g) grants

Schools applying for 1003(g) to begin in the 2015-16 school year MUST choose from the interventions below for their chosen model.

Chosen interventions should be included in Part 6 of the Application.

<p>programming and implementation</p> <ul style="list-style-type: none"> • Evaluation System for programming and implementation of SIG • Data review plan • Special Populations review plan • Fiscal monitoring plan • Timeline and responsible parties for all above plans <p>Options</p> <ul style="list-style-type: none"> • Complete a school audit of the use of school funds to guide staffing decisions and implement findings • Reallocate resources to increase support for direct instruction of students at-risk of failure • Provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule • Implement a culturally competent tiered system of support focused on student psycho-social health • Contract with a vendor or partner with a track record of success to support the school (i.e. – lead partner, external 	<ul style="list-style-type: none"> • Evaluation System for programming and implementation of SIG • Data review plan • Special Populations review plan • Fiscal monitoring plan • Timeline and responsible parties for all above plans <p>Options</p> <ul style="list-style-type: none"> • Complete a school audit of the use of school funds to guide staffing decisions and implement findings • Reallocate resources to increase support for direct instruction of students at-risk of failure • Provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule • Implement a culturally competent tiered system of support focused on student psycho-social health • Contract with a vendor or partner with a track record of success to support the school (i.e. – lead partner, external provider, university) • Allow the school to run under a new governance arrangement, such as a transformation division 		<ul style="list-style-type: none"> • Evaluation System for programming and implementation of SIG • Data review plan • Special Populations review plan • Fiscal monitoring plan • Timeline and responsible parties for all above plans <p>Options</p> <ul style="list-style-type: none"> • Complete a school audit of the use of school funds to guide staffing decisions and implement findings • Provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule • Allow the school to run under a new governance arrangement, such as a transformation division within the LEA
---	--	--	---

Menu Comparison of Interventions for 1003(g) grants

Schools applying for 1003(g) to begin in the 2015-16 school year MUST choose from the interventions below for their chosen model.

Chosen interventions should be included in Part 6 of the Application.

<ul style="list-style-type: none"> provider, university) Allow the school to run under a new governance arrangement, such as a transformation division within the LEA Implementing a per-pupil, school-based budget formula that is weighted based on student needs 	<ul style="list-style-type: none"> within the LEA Implementing a per-pupil, school-based budget formula that is weighted based on student needs 		
Other Model Options and Descriptions			
Restart Model		Closure Model	
<p>An LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. The rigorous review process must include a determination by the LEA that the selected charter school operator, CMO, or EMO is likely to produce strong results for the school. In making the determination, the LEA must consider the extent to which the schools currently being operated or managed by the selected charter school operator, CMO, or EMO have provided strong results over the past three years (or over the life of a school if less than three years) including:</p> <ul style="list-style-type: none"> Significant improvement in academic achievement for all groups of students Success in closing achievement gaps for all groups of students High school graduation rates, where applicable No significant compliance issues, including the areas of civil rights, financial management, and student safety 		<p>School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are <i>higher achieving</i>. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p><i>School closure would be funded for the planning year in SY 2015-2016.</i></p> <p>Funding Possibilities could include, <i>but is not limited to</i>:</p> <ul style="list-style-type: none"> Parent and community outreach Expansion of programming at schools within LEA that will be taking on students Closure of building 	

Menu Comparison of Interventions for 1003(g) grants

Schools applying for 1003(g) to begin in the 2015-16 school year MUST choose from the interventions below for their chosen model.

Chosen interventions should be included in Part 6 of the Application.

Restart would be funded for up to five years. SY 2015-2016 must be the planning year.

Required:

- LEA submission of charter, CMO, or EMO request and selection process
- A restart model MUST enroll, within the grades it serves, any former student who wishes to attend the school

IN Conditions:

- Charter, CMO, or EMO must provide the principal:
 - control over people, time, program, and dollars
 - an opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner
 - a mentor from a high-performing school, or external or university partner
- Charter, CMO, or EMO must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in their school(s):
 - Defined role in the school SIG planning process
 - Designated staff member to be part of the SIG process, outside of onsite school staff
 - Monthly Monitoring of SIG Programming and Implementation
 - Evaluation System for Programming and Implementation of SIG
 - Data Review Plan
 - Special Populations Review Plan
 - Fiscal Monitoring Plan
 - Timeline and Responsible Parties for all above plans
- Principal effectiveness will be reviewed prior to full implementation in year 2 and every year of the SIG grant
- Beginning in year 3, evidence of the ability to lead the turnaround effort and the past track record of student success must be submitted to IDOE prior to the school year and receive a favorable response in order receive SIG funding
- Use a teacher evaluation system which takes student growth into account as a significant factor